DOCUMENT RESUME

ED 112 153 CE 004 946

AUTHOR Way, Max; Moore, Sharon
TITLE Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in Adult Basic Education.
INSTITUTION Morehead State Univ., Ky. Appalachian Adult Education Center.
SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE Jul 75
NOTE 65p.; For related document, see CE 004 945

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Adult Basic Education; Adult Counseling; Adult Students; *Home Instruction; Home Programs; Individual Characteristics; Instructional Materials; Manuals; Recordkeeping; Recruitment; Resource Materials; *Subprofessionals; *Teacher Education; Teaching Methods
IDENTIFIERS *Paraprofessional Personnel

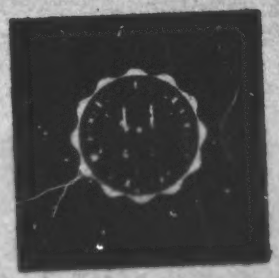
ABSTRACT

Designed as a training and reference manual for instructors and their administrators in Adult Basic Education (ABE) home instruction programs, the handbook is based upon experience in six projects in Ohio and Kentucky. Adults receiving home instruction are functionally illiterate and, through a combined lack of transportation, child care, clothing, and self-confidence, find traditional ABE programs unattendable. Six sections present: (1) The Home Instructor--Getting Ready for the Job, discussing qualifications, qualities, duties, resource personnel and learning center functions, and preservice training; (2) The Undereducated Adult, discussing group characteristics; (3) Recruiting and Enrolling Clients, discussing techniques for identifying and contacting potential clients; (4) Instructing and Counseling Clients, covering diagnosis and prescription, placement, methods of testing and instruction, counseling, parent education, and possible problems; (5) Materials, suggesting types of materials and their effective use; and (6) Record Keeping, discussing areas of importance, ways of holding data, and its effect upon ABE programs. Tests for initial placement and formal diagnosis and where to get them, a basic set of instructional materials and their publishers, a list of materials selected from "Everyday Survival Information: What You Need and Where to Get It," and instructor forms are appended. (LH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED112153

OE004946



HELPING ADULTS LEARN

A Handbook

for

Home Instruction Paraprofessionals

in

Adult Basic Education

SEP 12 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HELPING ADULTS LEARN

A Handbook for Home Instruction Paraprofessionals in Adult Basic Education

by

Max Way
Assistant Superintendent
Scioto Valley Local School District

and

Sharon Moore
Reading Specialist
Appalachian Adult Education Center

edited by

Anne Shelby
Staff Writer
Appalachian Adult Education Center

Appalachian Adult Education Center
Department of Adult, Counceling, and Higher Education
Morehead State University
Morehead, Kentucky
July, 1975

PREFACE

This handbook has been developed for adult basic education program planners, administrators, and for the paraprofessional and volunteer home instructors of adult students.

The document is a product of the Appalachian Adult Education Center. It is the result of the demonstration of improved practices in adult education spanning a number of years in a developmental process.

The Appalachian Adult Education Center has been a proponent of needed differentiation in adult education. Differentiation has been examined in terms of programs, materials, instruction, time, curriculum costing, and delivery systems.

Among the most severely disadvantaged is a group of silent and unserved persons who are socially and physically isolated for many reasons and who can not or will not participate in formal programs. To be effective, adult education services must be delivered to the group wherever they are found.

The AAEC initiated a demonstration project in the Scioto Valley Local School District in Piketon, Ohio, utilizing indigenous trained paraprofessionals who were successful adult basic education students. The paraprofessionals instructed adult students, the "stationary poor" group described above, in their homes. The project proved to be highly successful in terms of client gains on every continuum.

The project was replicated in a number of AAEC sites under a U.S. Office of Education Right to Read Grant award and complimented by materials development under a U.S. Office of Education, Public Library and Learning Resources Grant.

This handbook, based upon the refined techniques of utilizing paraprofessionals in home instruction, should be especially useful to the adult education program leader choosing to serve the "stationary poor" of his community.

CONTENTS

INTRODUCTION 1

Adult Basic Education 1
The Need for Home Instruction 1
This Handbook 2

THE HOME INSTRUCTOR—GETTING READY FOR THE JOB 3

Qualifications for the Job 3
What Does the Home Instructor Do? 3
The Home Instructor's Resource Person 4
The Home Instructor and the Learning Center 5
Preservice Training for Home Instructors 7
Job Descriptions 7
Orientation to the Agency 8
Practice in Instructing and in Using Instructional Materials 8
Working with Undereducated Adults 8
Evaluation 9

THE UNDEREDUCATED ADULT 10

RECRUITING AND ENROLLING CLIENTS 13

Recruiting 13
Identifying Potential Clients 13
Informing the Public 14
Contacting Potential Clients 16
Possible Problems 16
Successful Recruiting 17
Enrolling Clients 17
Goals 18
Placement 18
Scheduling 19
Setting Up Records 19

INSTRUCTING AND COUNSELING CLIENTS 20

Informal Diagnosis, Prescription, and Initial Placement 20
Formal Testing 21
Self-guided, Individualized Instruction 22
Counseling and Making Referrals 23
Parent Education 24
Problems—Hints of Difficulty 24
Student-Instructor Conflicts 25

MATERIALS 26

Needed Materials 26
Selecting Materials for the Individual Student 28

RECORDKEEPING 30

Recruitment 31
Enrollment 31
Placement 31
Program Cards and Progress Reports 31
Achievement and Diagnostic Tests 31
Anecdotal Records 31
Program Impact 32

APPENDIX A A–1

Tests for Initial Placement and Formal Diagnosis A–1

APPENDIX B B–1

Suggested Materials B–1
Publishers B–3
A List of Copint Skills Materials B–4
Preschool Kit Contents B–22

APPENDIX C C–1

Record Keeping Forms . . . . . C–1 thru C–3

INTRODUCTION

Adult Basic Education

Adult basic education (ABE) is instruction for adults, who are sixteen or older and out of school, in the skills that are necessary for independent, responsible functioning in society.

ABE comes in many forms. It may be sponsored by the local school system, by churches, volunteers, social service organizations, colleges and universities, community education, or as part of vocational training. Most ABE takes place in classrooms, but ABE can also be found on job sites, in mobile learning labs, in libraries, or in the homes of the learners.

Regardless of how or where it is taught, most adult basic education has one thing in common—the belief that helping adults learn to read and communicate better will also help them to better assume their adult responsibilities and to make more responsible decisions.

The Need for Home Instruction

The targets of adult basic education programs are the functionally illiterate, those who are not reading well enough to function effectively in their daily lives. But most ABE programs have not been successful in reaching this target group.

In many cases, those adults who need elementary level instruction are also

those who, because of lack of transportation, lack of child care or clothing, and just as often, because of lack of energy or self-confidence, will not or cannot come into traditional ABE programs such as classrooms or learning centers.

Home instruction is designed to reach those people, by taking the instruction they need directly to them in their homes. To provide even more help, the instruction is highly individualized, and is delivered by a carefully trained resident of the local area, usually someone who is also a veteran of ABE. Home instruction is designed to reach those adults who are not being reached by other forms of adult basic education.

This Handbook

The success of home instruction depends very strongly on the abilities of the home instructors who go into the homes of their clients. This handbook is designed as a training and reference manual for home instructors (and their administrators) who are working in adult basic education home instruction programs. Both the administrator and the instructor should understand the important role each plays in operating a successful home instruction program.

The handbook is based on the experiences of the Appalachian Adult Education Center at Morehead State University in Morehead, Kentucky, in demonstrating home instruction in six projects in Ohio and in Kentucky. Much of the information herein is based on the knowledge and experience gained in one project conducted over a eight year period at the Scioto Valley Local School District in Piketon, Ohio. Much of the work of the home instruction projects was done under a grant from the National Right to Read Effort.

This handbook is divided into six major parts:

(1) The Home Instructor—Getting Ready for the Job

(2) The Undereducated Adult

(3) Recruiting and Enrolling Clients

(4) Instructing and Counseling Clients

(5) Materials, and

(6) Recordkeeping.

THE HOME INSTRUCTOR— GETTING READY FOR THE JOB

This section is an orientation for home instructors to the work they will be doing. It covers (1) the qualifications and qualities of a good home instructor; (2) the duties of the home instructor; (3) what the home instructor can expect from the resource person; (4) the home instructor's role in the learning center; and (5) preservice training.

Qualifications for the Job

The home instructor's job is a special one, so it requires a special set of qualities and qualifications. It is also an important job. Home instructors must be selected very carefully. The success of the home instruction program depends on them.

The standards for selecting home instructors in a certain community must depend on the local situation. The most important things are that the home instructor is someone who is able to provide adult basic education instruction and to recognize and deal with the individual problems, fears, and personalities of the clients.

Experience has shown, too, that good home instructors have most of the following qualifications.

The home instructor must have

- *a high school diploma or a high school equivalency diploma,* and
- *a current driver's license and the use of a car every day.*

The home instructor should

- *be a resident of the area she or he will be working in,* and
- *be willing to participate in training sessions for the job.*

S/he should have

- *average to above average intelligence*
- *good reading and comprehension skills*
- *good physical and mental health,* and
- *good moral character.*

Other qualifications are also important. The instructor should be someone who

- *can relate well to other adults and to children*
- *has a warm, friendly, courteous, and somewhat outgoing personality,* and
- *has a genuine interest in working with undereducated people.*

What Does the Home Instructor Do?

Home instructors are responsible for recruiting and providing basic skills instruction to those adults who are functioning academically below the eighth grade level, and who—because of isolation, lack of transportation, family commitments, age, illness, or other reasons—are not able to attend regularly scheduled adult basic education classes or learning centers.

The home instructor

- *recruits students who qualify to the home instruction program, and refers all others to the adult learning center or to other educational programs in the area*
- *interviews all enrollees, gathers basic data, and assesses beginning performance levels*
- *assists enrollees in setting realistic short term goals*

- *orients clients to the kinds of self-instructional materials used in the home instruction program*
- *prescribes, with the assistance of the resource person, a program to meet the needs of the individual student, and begins the program of instruction*
- *sets up a weekly schedule of home visits for each client, to provide individual assistance, to check progress, and to supply materials for further growth*
- *observes and records information about student progress and personal needs and problems*
- *schedules periodic conferences with the resource person, to report on progress and problems, and to receive advice*
- *attends training programs designed to improve job performance*
- *keeps up with community agencies and resources that might assist clients with problems*
- *keeps up with new instructional materials for use in home instruction*
- *refers clients to community resources as needed*
- *collects and compiles data for monthly and annual reports*
- *assumes new duties that might occur with changes in the program*
- *carries out assigned tasks promptly and efficiently*
- *practices professional ethics, including respect for the confidence of clients and fellow workers, and*
- *accepts the advice of the resource person as advice based on professional knowledge and experience*

The Home Instructor's Resource Person

The resource person for home instructors should be someone who has a professional background and experience in adult basic education, and who is interested in and willing to assist home instructors in their job. The resource person should

- *know methods and materials for individualized instruction*
- *know the local community, its resources, and its residents*

- *be willing to set aside time to meet the home instructors each week*
- *accompany and observe home instructors on the job at least once a year*
- *have access to equipment for duplicating materials to be used in home instruction*

The duties of the resource person are to

- *requisition and provide storage for instructional materials to be used in home instruction*
- *participate in publicizing home instruction in the local area*
- *review, approve, and submit reports on the home instruction program*
- *accompany the home instructor on occasional visits to the clients' homes*
- *meet with home instructors at least weekly to review project activities and problems and to provide assistance*

Other duties of the resource person are to help the home instructors

- *identify potential home instruction clients*
- *interpret placement inventories and pre-enrollment data*
- *plan initial instructional programs for students based on their observed and expressed needs and goals*
- *develop the home instructors' ability to instruct*
- *participate in pre- and in-service training programs for ABE home instructors*
- *provide instructional and practice materials for students*
- *develop instructional techniques and methods to meed individual needs*
- *counsel about client problems*
- *make referrals to community agencies and resources that can deal with client problems*
- *assess learner progress*

* *obtain on-the-job training for instructors*

* *evaluate instructor effectiveness*

* *evaluate program activities,* and

* *suggest changes for program improvement.*

The Home Instructor and the Learning Center

Although home instruction can be provided in other ways, perhaps the most effective way is in cooperation with an adult learning center. Linking home instruction to instruction in an adult learning center has several advantages—in staffing, materials, space, making referrals, and in establishing links with other community agencies.

The staff of the adult learning center can lend their knowledge and experience to the home instruction program by training paraprofessional instructors, and by giving them continuous help and support.

Home instruction depends heavily on the extensive use of a wide variety of materials. A good learning center collection can serve both programs without duplicating costs.

The learning center can provide a home base for the traveling instructors, with space for storing their materials, records, and supplies, and work space for planning and record-keeping.

Working closely together, home instructors and the adult learning center staff can refer clients to the program they need most. Recruiters for home instruction can refer the more mobile clients to the learning center; learning center clients who must drop out might transfer to the home instruction program.

Home instruction can take advantage of the learning center's links with other community agencies and institutions, using those links to provide information to students and make referrals to help attack their clients' problems.

Preservice Training for Home Instructors

To prepare home instructors for their work, a well-planned program of preservice training is needed. Four or more five-hour sessions should be enough to provide the new instructors with the basic skills for carrying out a home instruction program. It is important that the home instructors' resource person participate in the preservice training.

The preservice training should cover the home instructor's job description, information about the agency that is sponsoring the home instruction program, techniques for instructing and for using instructional materials, testing, working with undereducated adults, and evaluation.

Job Descriptions

Job descriptions, outlining the duties and responsibilities of the home instructor and the resource person, should be developed for the preservice training. The program administrator should develop the job descriptions, and should consult anyone involved when any changes in the job descriptions are necessary.

This part of the training should also include information on the home instructor's salary, travel allowances, hours, vacation time, insurance, organizational dues, fringe benefits, retirement and other deductions, opportunities for job upgrading and advancement, and an overview of future in-service and on-the-job training.

Orientation to the Agency

New home instructors need an orientation to the agency or organization for which they are working. This should explain the agency's philosophy and purpose, its objectives, the program's source of funding, staff roles and responsibilities, and the objectives, needs, concerns, and interests of the clients.

Practice in Instructing and in Using Instructional Materials

Home instructors will need practice in the services they will be providing their clients. Their training would include realistic cases of typical home instruction situations, a discussion of the various ways of handling them, and their possible results. Practicum experiences where the trainee works in the home with an experienced paraprofessional is most effective in this part of the training. At this point, the instructors should also become familiar with the available materials and methods for using them effectively. Knowing how to select and use materials is a major part of the home instructor's job.

Working with Undereducated Adults

Preservice training should stress methods of identifying student needs and problems, and the *importance* of developing empathy for the client. Counseling and the use of community resources to help with client problems should be an important part of the training.

Adults enroll and participate in adult basic education programs for a variety of reasons. They often lack the ability to express those reasons clearly, so the staff

must learn to detect ideas and problems which their clients have, but which they do not always express.

Evaluation

The last segment of the preservice training should cover procedures for evaluating student progress, gathering information on changes in student behavior, and keeping records for program evaluation.

Finally, there should be an opportunity for the new instructors to ask questions and to talk about any part of the training or the job. Each question or concern should get individual attention, and plenty of time should be allowed to clear up any questions and to cover any part of the training which was weak.

At the end of the preservice training, the new instructors should feel fairly competent and comfortable about performing their tasks in ABE home instruction. Continuous training and evaluation of their work should help them develop needed job skills and improve the total program.

Much of the information in the following sections—on the undereducated adult, recruiting and enrolling, instructing and counseling, materials, and recordkeeping—should be included in the preservice training.

THE UNDEREDUCATED ADULT

Undereducated adults are not fundamentally different from other human beings. They possess the same human qualities and capacities. Some may appear different to observers, but only because they may be functioning on different economic and educational levels.

Educationally disadvantaged adults come from varied social backgrounds. Many are members of ethnic minorities. Some are foreign-born or have foreign-born parents. Some have grown up and live in rural areas, while others have always lived in the poverty-stricken sections of towns and cities. Some are from broken or foster homes, while others come from relatively stable families. Some have been confined in institutions.

There are also wide-spread individuals differences among the undereducated. Like all of us, each started life as a unique individual person. Each has interpreted his experiences in his own ways. Undereducated adults have varied ideas about themselves, about their fellow humans, about their life circumstances, and about the possibilities of changing their lives. They have varied ideas about learning, and they differ in their readiness and ability to learn.

The individual differences among undereducated people make it hard to generalize about them. To really understand and work with the undereducated adult, it is necessary to know each one individually in a personal way. This is important in any adult learning situation. In home instruction, it is essential.

Undereducated adults are a potentially able group. Many of them possess much ability and intelligence. Their achievements have often been made under conditions that would tax the resourcefulness of any people. Although many may have achieved little academically, some have proven their learning ability by acquiring a high level of knowledge and understanding in other areas of life.

The personal world of the poorly educated adult is often made up of many crises. It is filled with the most fundamental problems and needs that result in worry and turmoil. Because the problems seem so big, many feel that there is little they can do to improve their circumstances, that there is little reason to try to achieve a seemingly impossible goal.

Most adults are aware of their inadequacies, but they do not want to advertise them. They have been hurt many times by having their behavior and their way of life belittled. Many will resist attending an adult basic education program because they are afraid of the changes it would bring into their lives. They have paid a tremendous price for the few satisfactions they now enjoy. They fear of losing them by changing their present way of living makes the education relatively unattractive.

More socially advanced individuals, who can work toward rewards in the future, are eager to advance their education. They can set an example for their more timid neighbors, and can help us in communicating with them.

Professor Andrew Hendrickson of Florida State University lists seven characteristics of undereducated adults which affect their ability and desire to learn. These characteristics should be understood by those who are working with undereducated adults in a home instruction program.

(1) The undereducated adult is apt to be lower in scholastic aptitude than his peers who stayed in school. He therefore needs immediate success in his endeavors and a rather narrow program of study initially.

(2) *The undereducated adult may be easily discouraged and tempted to duplicate his former drop-out pattern of behavior. Constant encouragement and a sincere interest in his endeavors are vitally important to his continued participation.*

(3) *The undereducated adult's home conditions, more likely than not, will be non-conducive to study. The home may be poorly lighted, poorly furnished, and over-populated.*

(4) *The undereducated adult is doubtful of his ability to learn. Quite frequently he rejected or has been rejected by the school system. It is difficult for him to rationalize a return to activities related to earlier failures.*

(5) *The undereducated adult uses and reacts more readily to non-verbal forms of communication. His or her vocabulary may be limited, and s/he may be forced to do much communicating on a non-verbal level. The adult is extremely sensitive to non-verbal cues and tends to judge others by their actions more than their words.*

(6) *The social values and goals of the undereducated adult may differ widely from the upper and middle class values associated with teachers and schools. The undereducated adult may show indifference and even hostility toward social institutions such as schools, scouting, "Y" organizations, etc.*

(7) *The undereducated adult may have more physical handicaps than his peers who continued in school.*

RECRUITING AND ENROLLING CLIENTS

This section offers some recommended techniques for recruiting and enrolling clients in home instruction.

Recruiting

Recruiting clients to home instruction involves two major steps: (1) identifying potential clients, and (2) contacting those potential clients about home instruction.

Identifying Potential Clients

Potential clients can be identified in many ways. One essential way is to inform the community about the home instruction program, about the benefits it offers those who are eligible, and to ask for help in recruiting and referring potential students from the community.

Everyone who works in the adult education program should help with the recruiting effort. Home instructors are usually very effective in recruiting clients, contacting potential sources to identify students and acting as public relations representatives for the local program in the community.

The following are some ways to identify potential students:

1. Ask social services agencies in the community (Welfare, Bureau of Employment Services, CAP Agencies, Urban Housing, Children's Services, etc.) for the names and addresses of potential clients.

2. Survey door-to-door in disadvantaged neighborhoods, to recruit, and to explain the program and ask for help in identifying potential students.

3. Talk to community workers and business people.

4. Get information from the schools on drop-outs and others who never finished high school.

5. Ask for information on parents from Head Start and child care center records.

6. Explain your program through newspapers, radio, and television. Your message should include the address, phone number, and *name* of a person or persons to call for more information.

7. Distribute posters, pamphlets, and fliers through schools, churches, business places, and door-to-door. These should explain the program briefly in easy-to-read language and large print, and should also include a phone number and a *name* to contact.

8. Recruit volunteers to do telephone campaigns and door-to-door canvassing.

9. Speak to P.T.A.'s, civic groups, and service organizations about the program's benefits, and enlist their help in referring and recruiting.

10. Ask current and former ABE students to help in identifying and recruiting students. They may be your best recruiters.

Informing the Public

The most important ingredients in informing the public are (1) a thorough knowledge of the program; and (2) the ability to report the information concisely and clearly.

Try to answer these questions in preparing information and when explaining your program both to the general public and to potential students.

What is the purpose of your program? Some possible answers are that the purpose of home instruction is to help eligible adults improve educationally, socially, vocationally. To help them become better parents, better consumers, better citizens. To help them prepare for better jobs, higher education, training, or the GED test, and to better able to cope with the problems in their everyday lives. Be informed of regulations concerning eligibility: anyone 16 years old or older who does

not have a high school education and is not currently enrolled in school is eligible for adult basic education.

Can you handle slow learners, the retarded, persons released from institutions, the handicapped?

Who is eligible for home instruction? Explain the reasons for offering home instruction.

Where and when is instruction offered? Be informed of all the possibilities in your area for students to enroll in ABE programs, including home instruction.

What instructional methods are used? Stress individualization and program flexibility related to individual students needs. Describe the variety of materials and methods, such as self-guided instruction, tutoring, and group sessions.

Who is responsible for the program operation? Who are the other staff members? Know what agency sponsors your local program. Know the administrative structure.

How is the program funded? Know the state, local, or federal sources.

What good does ABE do? Tell some success stories. If you use people's names, make sure that they approve.

When explaining your program to others, be enthusiastic, but also be sincere. Know your program's limitations. Don't make unrealistic promises.

Tailor your methods of explaining the program to your audience. The approach you would use in enlisting the aid of a service group would not be effective in explaining the program to potential clients. When talking to clients be sure your explanation of the program's goals does not offend or belittle them. Sincerity, enthusiasm, and a good knowledge of your program are your most effective tools.

Most programs find it easy to identify people who might be interested in home instruction. Potential students are those who are interested in educational improvement, but are hesitant to expose their weaknesses in a group setting. They find the opportunity to learn in the security of their own home very appealing.

When recruiting, remember that most students would benefit more by

participating in a group setting. Point out the advantages of learning centers, and encourage those who are mobile and confident enough to enroll in the learning center.

Contacting Potential Clients

After identifying potential clients, or after they have expressed interest in instruction, contact them as soon as possible. Even if you already have a full load, contact those students who have expressed interest to let them know you will put them on a waiting list.

The initial contact with the potential student is the most important part of recruiting. Accept the person as s/he is. Show a sincere interest in the person, and spend as much time as necessary to explain the program.

Try to determine the reason(s) why the person might be interested in adult education, and pursue these interests as long as the client is willing to discuss them.

Be prepared to answer questions about the program, to show examples of instructional materials, and to explain how they are used. Have a variety of easy, as well as more difficult, materials available, and select those that are best suited to the person's level.

Clients often express feelings of inadequacy or fear of returning to learning experiences. Explain that most people feel this way when faced with a new situation. Relate your own experiences and those of other students to help relieve these anxieties.

Show a genuine interest in the client's past experiences, his or her family, and current activities. You may be able to see immediate personal benefits the client would gain from home instruction. But be realistic. Don't make false promises.

Possible Problems

Problems that arise during initial contacts with potential clients can be as varied as the clients themselves. If the potential student seems disinterested or even hostile, accept those feelings. Ask if it would be better to return at another time, or give him the opportunity to contact a program representative if and when he does become interested. Never force yourself on a potential student!

Persons who live in extremely poor environments may have many other needs that must be met before they can even consider an educational program. Referrals to other agencies may be more appropriate at this stage than trying to recruit for basic education. But by

providing some assistance in alleviating personal problems and needs, you will have established a relationship that may pay off later.

Negative attitudes from other members of the household may also be a problem. A husband or wife may object to the other's participation. This problem is not easy to handle, but again, accept conditions as they are, and provide the opportunity for future contact.

Prepare a visitation report on all initial contacts, to follow up on later. Recruitment information forms are in Appendix C.

Successful Recruiting

Successful recruiting efforts, then, result from the recruiter's:

- knowledge of the adult basic education program and its potential benefits for the individual;
- enthusiasm for the program and sincerity in presenting information about it;
- ability to accept the potential student as he is and the circumstances that affect his behavior; and
- genuine concern for others and willingness to help the individual improve his own situation.

Enrolling Clients

The initial contact may include the enrollment procedure. If the student is interested in attending an adult learning center, complete the basic enrollment data cards and arrange a time schedule for the student to visit the center for orientation and placement. Forward this information to the person in charge of the center. You may need to accompany the student to the center for the first time.

Enrollment in home instruction is similar to enrollment in other ABE programs, except that the time schedule is the instructor's visits to the home.

To set up student records and to develop a program of study that meets the individual student's interests and needs, you will find it necessary to gather and record certain information. But do not burden the student with too many questions during enrollment. Gather only the essential information at this time. It will be easier to get the rest of the information after you have established a relationship.

A sample demographic data enrollment form is in Appendix C.

In the initial contact, you may have already gathered the basic student data—name, address, age, marital and family status, educational attainment, work experience, and short-term and long-term student goals. Short-range goals should be realistic and easily attainable. This is also the time to set up goals, placement, scheduling, and records.

Goals

Students tend to think only in terms of long-range goals. You should suggest alternative short-range goals, and help the student select at least one. These beginning goals may change, of course, as the student progresses and becomes more aware of his own capabilities.

Placement

The next important step is to explain placement procedures. The placement procedures used will depend on the level of education the client has reached and your best guess as to where he is functioning now.

To relieve your student's apprehensions about taking tests, carefully explain your reasons for giving the placement inventories: that the test tells you which books to start in so they will not have to waste time on materials that are either too difficult or too easy.

Most students understand the reasons for placement testing and agree to take the test. Since reading is essential to all other educational attainment, the first placement inventory should measure reading skills. If possible, give and score the reading placement inventory during the enrollment visit.

Select an appropriate instrument to use, based on the information you have so far. You should be able to administer and interpret a variety of placement tools. These informal assessment procedures are used only to place students in materials with which they can experience success. Samples of some initial placement tests are in Appendix A.

If the student is a nonreader, no placement procedures are used. The illiterate adult requires one-to-one assistance until s/he is able to work independently in materials designed for the beginning level adult.

At the end of the enrollment interview, give the student some materials. These materials should be at a level at which the student can experience immediate success. Explain the work and study procedures thoroughly. You don't want to lose a new student because he didn't know exactly what to do.

Nonreaders should receive materials for visual motor activities, such as tracing letters or numbers and other symbols. Students at higher levels can start with reading materials that include comprehension and vocabulary checks. Supply materials from which the student will enjoy immediate achievement. Provide answer keys so students can check their own responses and satisfaction in successful independent study.

It is important to involve students in successful study and learning experiences as early as possible.

Scheduling

The final step in the enrollment interview is setting up a schedule of days and times for home visits. As much as possible, arrange the schedule for the students' convenience, at times when the least number of interruptions would occur.

But also consider your own schedule of visits. If possible, schedule times and days so you lose little time in traveling from one home to another. The schedule can always be adjusted later if it doesn't work out. But unless you both agree to a change, always keep to the schedule you have set up. This is one way to show your concern.

Setting Up Records

Record the observations and outcomes of the enrollment interview as soon as possible after you leave the student's home. Keeping a daily record or log of the observations and impressions of each home visit makes it much easier to evaluate student growth and change. The records also serve as reminders for follow-up activities and as a means of identifying student problems and needs. A spiral log book is handy for this purpose and for keeping track of your schedule.

INSTRUCTING AND COUNSELING CLIENTS

This section offers suggestions on instructing and counseling clients. It covers diagnosis and prescription, placement, formal testing, self-guided individualized instruction, counseling and making referrals, parent education, and possible problems.

Informal Diagnosis, Prescription, and Initial Placement

Before the second visit, you should meet with your resource teacher to discuss the enrollment interview, to select materials for the individual student, and to design a plan of action for home visits. This plan of action is called a *prescription*, and should be recorded on a prescription sheet (Appendix C). After each prescription is completed, a new one should be written and approved by your student. Beginning instructors should rely heavily on the advice and experience of their resource teachers.

On the second home visit, find out the student's reaction to the instructional materials you left. The student may need more explanation and more help and is sure to need encouragement. Students rely heavily on the instructor's reactions to their efforts.

If you add new materials at this time, involve the student in their selection. Never force materials on your students or insist that they pursue a program not to their liking.

Always explain clearly how to use the materials and be sure the student can read and understand the directions and examples.

Some time during the second visit, you may need to further assess the student's performance level in other subject areas, such as math or English using an informal test (Appendix A). This would depend, of course, on the student's expressed goals and the plan of action outlined before the visit.

In some cases, it is better to continue in the one area, usually reading, until the student is comfortable with the new study and learning activities. This will vary with the individual because some students become bored with only one subject. Independent study is only possible when the student can learn and apply concepts with little or no outside assistance or intervention. The initial placement should give the student immediate success. If the student experiences difficulty or if the activities are boring or too easy, adjust the program quickly.

During the first few weeks, the instructional program should be designed to allow the student to become comfortable with the materials, to experience continued success, and to be motivated to attempt additional work.

Formal Testing

During this time much re-learning is taking place, and gains will probably be rapid.

As soon as the student is comfortable in the work routine and you are sure of his or her continued participation (usually after the fourth or fifth visit), it is time to further diagnose learning weaknesses.

It is important to prepare your students psychologically to take the achievement battery of tests and other diagnostic instruments. Your student should know the reasons for taking the tests, what benefits he will derive from them, and their importance in further planning his learning experiences. Be *positive* in your attitudes about the tests! By the time most students are ready for further diagnosis and testing, they are usually eager to participate in the process.

Batteries of tests, such as the Test of Adult Basic Education (TABE), which yield gread equivalent scores and provide for specific analysis of student responses, are helpful in diagnosing weaknesses, confirming performance levels, and identifying modes of learning. A very specific prescription can be written from the analysis chart on this test.

Specific diagnostic tests in the various subject areas, such as reading, math, and

language arts, might be used. They are more time-consuming and require more careful administration and interpretation, and should probably be given one at a time over a span of several weeks.

A list of tests with their publishers and addresses appear in Appendix A. Most companies will send a free copy of their tests and answer sheets if you request them.

Resource teachers should be involved in analyzing and interpreting the test results. Student profile and record sheets should be prepared to give a graphic presentation of the results and to point up strengths and weaknesses.

Always share the test results with the student and present ways of helping the student overcome the weaknesses shown in the test. At this time in the student's program, additional developmental and remedial activities may be necessary. More specific short-range goals might be established. Students accept program changes much more willingly if they understand the reasons for the changes and realize that they will benefit by them and are involved in the decision to make the change.

Self-guided, Individualized Instruction

Home instruction is self-guided, individualized instruction. The term "self-guided" implies that the student will proceed on his own throughout the instructional program. This is not entirely true. Most students need help with new concepts, and even the most capable will experience difficulty with some learning tasks. Perhaps the major functions of the home instructor are as learning facilitator and learning evaluator.

All the materials used in the home should be self-checking, but they should also provide for evaluation checks by the instructor. It is important for the student that the instructor check his work and offer praise. Students, as a part of the evaluation process, should be shown how to check and record their own progress. Student record cards and student record books should be supplied for this purpose. Your students will also need a note pad for their answers to the activities. (An exception might be made for the nonreader who may need to write in the workbook to make their work easier.)

During each home visit, the instructor should administer, score, and record the results of progress tests and checks. The student should always be informed of his progress, and review or reinforcement activities should be prescribed when the

achievement level is below that considered adequate for further learning experiences.

Most new learning is based on previous learning. Students should understand that continuous progress is not possible until all previous skills are mastered.

You should become aware of the difficulties your students might encounter and prepare for them ahead of time. If there is a good relationship, your student will not hesitate to ask you for help with learning problems. You should be eager to provide the assistance, always being positive, and never degrading your students because of their difficulties.

Counseling and Making Referrals

In addition to learning difficulties, students are often confronted with crucial problems and needs in their personal and family lives—basic problems and needs that must take precedence over education.

Many adult students live in depressing environments that continually affect their performance and their attitudes. The instructor must become a counselor as well.

Good counseling involves the ability to listen and to observe. Students beset by personal and family problems are often hesitant to talk about those problems to others, but a good observer can detect changes that show that adverse circumstances are affecting the person's life. Other students talk openly about their problems and seek advice in finding solutions and making decisions.

The home instructor should be emphatic but not involved. It is easy to become personally involved in the problems of others, but involvement usually clouds the issues and hampers effective counseling. The counselor should provide information and alternatives, but should never make decisions for the client.

Consult with others who may have information or resources that the client could use toward solving the problems. Never reveal the confidence of the client, but seek alternative solutions to present to the client.

Problems often arise that require the assistance or intervention of another agency or service. You should know the various supportive services available in the community—the name of the agency, where it is, what services it offers, how to get those services, and the name of at least one person who works there. Do not hesitate to seek out these services for your client when they are needed.

Referrals or needs for referrals to other agencies or services should be documented, and follow-up should be done on the outcomes of these referrals. This information, too, is confidential and may or may not become a part of the permanent record. The information gathered is important when reviewing student changes and as resource information for similar cases in the future. (A sample referral form is in Appendix C.)

Your ABE resource teacher can serve as a link between the home instruction program and community services. Ask for help if you need it in finding the right services for your client.

In addition to counseling and making referrals, you can also help clients with their problems by providing them with information. Pamphlets that deal with those problems on a reading level the client can handle can be very helpful. Providing useful information allows clients to work on their problems on their own and to apply the skills they are learning to everyday life.

Materials with information on health, child care, family planning, legal and consumer problems, and housing are available from various businesses and

Parent Education

government agencies. A list of coping skills materials appears in Appendix B. A carrying case is helpful for storing and transporting these special materials.

Some parents may need information on child rearing. Most ABE clients are very interested in the growth and development of their children. Where problems exist, parent education activities can be worked into the instructional program.

Parents can improve their own reading skills by reading aloud to their children. You should encourage this and provide materials for it. You should have a collection of children's books and other educational games to leave for your clients' children. Encourage the parents to work with their children and help them understand the value of early childhood educational activities. Point out that they can help their children learn to read and improve their own skills at the same time. Suggested materials are listed in Appendix B. These materials could also be put in a box or carrying case.

Problems—Hints of Difficulty

Be aware of the clues that indicate students are experiencing difficulty or are not enjoying the selection of materials. These clues are often

nonverbal. Your student's work may be unfinished. S/he may act distant and aloof, or may not even be home when you come. Keep an eye out for changes in the client's behavior and performance. Early detection and treatment can solve problems before they become too complicated. A change of material or procedure may be all that is needed. If you can gain your client's trust, you should be able to talk about the problem without making her/him feel inadequate or defensive.

Student-Instructor Conflicts

Student-instructor relationships may be a problem with some clients, whose only interest is in having a visitor. This client may neglect learning activities, making excuses for not having done the work. The instructor, in consultation with the resource teacher, should decide on a course of action. Three alternatives are (1) suggesting other social activities, (2) transferring the client to a center-based program, or (3) dropping the student.

Personality conflicts between clients and instructors usually call for transferring the client to another instructor.

Problems and ways they are dealt with sould be recorded for future reference and follow-up. Those records will help in future work with that client, with new clients, and in evaluating the overall program.

MATERIALS

This section suggests some effective ways of using materials with the client, some recommended materials and types of materials, and suggestions for prescribing materials for individual students.

Needed Materials

Home instruction requires a wide variety of self-directed study materials. Most will be *software:* workbooks, programmed texts, study and drill units, multi-level kits, and others. All should come with self-checking devices, or answer keys, that give the learner immediate reinforcement to responses.

The best instructional materials also provide periodic or unit progress checks—tests given and scored by the home instructor. The tests allow the instructor to monitor the learner's progress, to diagnose learning difficulties and deficiencies, and to prescribe remedial or developmental learning experiences to correct them.

Home instruction requires many materials—a set for each learner, each week—and materials that can be left with the learner for extended periods of time. Because of the high cost of materials, you should give each student a notebook for recording answers, so the same books can be used again by other students.

Program administrators should do regular inventories of their materials collection, to keep an adequate supply on hand and to weed out ineffective or damaged items.

Materials can provide self-guided learning experiences for adults, but they are only as effective as your skill in administering their use. You must know the materials and how to use them. Inservice training sessions should review new materials and improve skills in using them. Take advantage of the teacher's manuals that can be ordered along with materials for students. They can be very helpful by providing teaching tips and techniques.

The basic collections of self-guided and programmed materials found in most ABE learning centers are appropriate for beginning home instruction programs. With the adult learning center as home base, you can check out materials as you need them. Having a central location for materials allows you to become familiar with the total collection of materials and to share methods of using them with each other.

Most students prize and protect their study materials, but materials left with clients are subject to damage by children, and they do become soiled and worn with use. The budget for materials should therefore allow for replacing materials as well as adding to the collection.

Many home instruction clients have few or no reading materials in their homes. It is a good idea to find some books and pamphlets that can be theirs to keep.

Most state departments of education or adult education programs can supply lists of effective materials, along with their publishers and estimated costs. Specific materials for individual students will depend on their functioning levels and their needs and goals. The program should budget enough money for materials so it can expand its collection as the need arises. Appendix B lists some suggested materials for starting a collection for home instruction.

In addition to self-guided instructional materials, home instructors should have access to

- paperbacks
- magazines
- newspapers
- placement inventories and informal tests with directions and answer keys

- teachers guides and manuals for all instructional materials
- answer keys for study units
- progress checks, unit tests, and their answer keys
- multi-level achievement test batteries with manuals and keys
- scope and sequence charts or annotated lists of available materials
- enrollment and other student data forms
- reporting and referral forms
- a log book for personal notations and schedules
- a list of agencies and community resources and the services they provide
- pencils, paper, notebooks, and student record books
- materials requisition forms or material check out sheets
- student record folders

Selecting Materials for the Individual Student

- reading readiness and activity materials for clients' preschool children
- coping skills materials—easy-to-read pamphlets with practical information on subjects like family planning, alcoholism, health, nutrition, safety, consumerism, child-rearing. (Appendix B contains a list of such materials and how to order them.)
- audio-visual materials, such as cassette tapes, if the ABE program can afford them

Factors to consider in selecting materials for the individual student are:

- *the student's expressed interests and goals*
- *the student's functioning level in reading and other skills*
- *the amount of time the student is willing to spend in studying*
- *the number of visits the instructor will make per week and the length of each visit*
- *the student's choice in the selection*

Both the content and format of the materials should be evaluated in terms of:

- *adult interest*
- *appropriate content.* What will the student learn? Is this appropriate for his needs and goals? Does it suit his value system and background experience?
- *self-checking devices*—pre and post-tests, progress tests, answer keys, etc.
- *ease of handling.* Are directions explicit? Are examples given? What kinds of responses are expected? Who checks the responses?
- *length of the program.* Can the materials be completed quickly?
- *construction.* Will it stand up under hard usage? Can you expect more than one person to use it?
- *cost.* Is the cost appropriate for single student use? Would some less expensive materials work as well?

The experiences of others are often helpful when selecting materials. Share experiences with other instructors during inservice training. Consult with the resource teacher and other experienced adult education staff when in doubt. Use materials selection aids, and scope and sequence charts if possible. Remember that the abilities and interests of adults differ, and that these are the most important factors in the selection process. The wise selection of materials and the flexibility of their use can spell success or failure for the ABE student.

RECORD KEEPING

Recordkeeping is essential for getting information that will help improve the ABE program.

Each staff member should be responsible for recording the processes and outcomes of program activities for each client. The instructor should record changes in behavior and attitude, observations and circumstances, supplemental services provided and their outcomes, changes in family and home life, effectiveness of program materials, and other program activities and services. This kind of information is valuable in analyzing and evaluating the ABE program.

Forms and procedures for recordkeeping should be designed to make them as easy as possible for the staff to use. They should be part of the everyday work routine. Recordkeeping is time-consuming, but the information compiled is necessary to identify reasons for program changes, to provide insights into student problems and behavior patterns, and to identify changes over a period of time that might not otherwise be observed. Recording information also can point up instructor's weaknesses that need attention. For example forms see Appendix C.

The following suggests some techniques for keeping records on recruitment,

student enrollment, placement, progress tests, anecdotal records, and program impact.

Recruitment

Administrative records should be kept on the recruitment methods used and their outcomes. Door-to-door recruiters and persons following up on referrals should summarize each interview and their observations on a visitation form. This serves as a reminder to follow up on initial contacts, provides help in conducting the initial interview, and identifies weaknesses in recruiting efforts and reasons for nonparticipation.

Enrollment

You should record basic student information from the initial interview on a prepared form. This form may provide for additional information to be gathered later during participation in the program. The basic data is essential in planning for the individual's beginning program as well as for program evaluation. This form should be placed in the student's permanent record folder for reference.

Placement

The placement inventory scores and their interpretations may or may not be recorded on the student's basic data form, but they should be maintained for planning the student's instructional program and for comparison with later achievement tests or diagnostic test results. This information should also be stored in the permanent record folder.

Program Cards and Progress Reports

Clients should be given a time log form with each piece of instructional material. Show them how to record the amount of work they complete and the time spent in each study session. Progress checks can be recorded on the same form to give a continuous record of progress. Student self-checks can be recorded in student record books or response pads. These procedures should be part of the orientation for clients.

At the completion of any program of study material, progress records should be placed in the student's folder for future reference. (Students often want a copy of this record.)

Achievement and Diagnostic Tests

The results and analyses of all formal tests administered should be recorded on profile sheets used to prescribed changes in the instructional program, then placed in student folders for reference. Pre and post achievement tests are essential for determining student growth.

Anecdotal Records

Instructors should record any daily changes they observe in student behaviors and attitudes, circumstances and events that affect the student's

performance, and and other observations they regard as important. This kind of record is important in analyzing the person's environment in relation to learning and change. It provides a way to look at change over a period of time. This information should be considered highly confidential. It may or may not become a part of the student record.

Program Impact

Most ABE programs require their staffs to compile data for special reports or periodic evaluations, usually data related to the program's impact on the performance and life style of the student: achievement gains, employment information, supportive services, student attendance, demographic information on students and their families, changes in economic status, problems encountered, and reasons for leaving.

Recordkeeping is time-consuming, but it is a very important part of the home instructor's job. It is essential for improving the effectiveness of the instructor, the instruction, and the total ABE program. It is an important part of helping adults learn.

Tests for initial placement and formal diagnosis.

Practice Exercises and Locator Test (TABE) and Tests of Adult Basic Education (TABE)
Levels E, M, D

California Test Bureau
Division of McGraw Hill Book Co.
Del Monte Reasearch Park
Monterey, CA 93940

Slosson Oral Reading Test (SORT)

Slosson Educational Publications
140 Pine Street
East Aurora, NY 14052

Reading for Understanding Placement Test (RFU)

Science Research Associates
259 E. Eric Street
Chicago, IL 60611

Math Placement Inventory

Joseph B. Carter
State Department of Education
Raleigh, NC 27602

Word Discrimination Test

Miami University Alumni Association
Oxford, OH 45056

Advanced Informal Reading Diagnostic Packet

Michael P. O'Donnell
Right to Read Center
University of Maine Portland-Gorham
Gorham, ME 04038

APPENDIX B

SUGGESTED MATERIALS

A basic, beginning set of instructional materials could be selected and ordered from the following list of possibilities if sufficient materials are not available for home instruction from the local adult learning center. The following lists reading, math, and language materials for levels I and II. The list of publishers' addresses follows.

Reading

Level I (Grade Levels 0-4)

The New Streamlined English Series 1-3	New Readers Press
From A to Z	Steck-Vaughn
Steps to Learning	Steck-Vaughn
Working With Words	Steck-Vaughn
Dr. Spello	McGraw Hill
Systems for Success	Follett
Building Word Power	Steck-Vaughn
Reading Development	Addison Wesley
Programed Reading 1-8	McGraw Hill
Read to Learn	Steck-Vaughn
Practice in Reading	Steck-Vaughn
Adult Reader, Revised	Steck-Vaughn
Specific Skills Series A-C	Barnett-Loft
Reading Attainment System I	Barnett-Loft
From Words to Stories	Noble & Noble

Reading

Level II (Grade Levels 5-8)

Be a Better Reader	Prentice Hall
Basic Reading, Books 1 and 2	Steck-Vaughn
Activities for Reading Improvement, Books 1-3	Steck-Vaughn
Reading Development Kit-B	Addison Wesley
SRA Reading Lab, IIa, IIIb, IIIb,	Science Research Associates
Reading Attainment Systems II	Grolier
Specific Skills Series	Barnett-Loft
Introduction to Reading	Cambridge
New Streamlined English, Book 4 and 5	New Readers Press

Math

Level I

Programmed Math Series, Books 1–4	McGraw Hill
Steps to Mathematics, Books 1 and 2	Steck-Vaughn
Working with Numbers Triangle Book	Steck-Vaughn
Working with Numbers Rectangle Book	Steck-Vaughn
Modern Practice in Arithmetic, Book 3 and 4	Steck-Vaughn
Figure it Out, Book 1	Steck-Vaughn
Spectrum Math Series, red, orange	Follett
Systems for Success, Books 1 and 2	Laidlaw
Lennes Essentials of Arithmetic, Books 1–5	Laidlaw
Mathematics: A Basic Course, Book 1	Cambridge

Math

Level II

Programmed Math, Books 5–12	McGraw Hill
Basic Essentials of Math, Part 1	Steck-Vaughn
Lennes Essential of Arithmetic, 5–8	Laidlaw
Working with Numbers, 5–8	Steck-Vaughn
Basic Mathematics	Encyclopedia Britannica
Figure it Out, Book 2	Cambridge
Introduction to Arithmetic	Cambridge

Language

Level I (Grade Level 0-4)

English Lessons for Adults	Harcourt, Brace, Jovanovich
Keys to Good Language	Economy
Everyday English	Steck-Vaughn
Guidebook to Better English, Books 1 and 2	Educational Guidelines
New Streamlined English Series	New Readers Press
Using English	Steck-Vaughn
Language Exercises, red and blue	Steck-Vaughn

Language

Level II (Grade Level 5-8)

English 2200 & 2600	Harcourt, Brace, Jovanovich

Basic Skills in Grammar, Books 1 and 2	Cambridge
Leqrning Our Language, Books 1 and 2	Steck-Vaughn
Language Exercises, gold and green	Steck-Vaughn
Introduction to English	Cambridge

PUBLISHERS

Barnett-Loft, Ltd.
958 Church Street
Baldwin, NY 11510

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

Cambridge Book Company
488 Madison Avenue
New Your, NY 10022

Economy
Oklahoma City, OK

Educational Development
Laboratories, Inc.
Division of McGraw Hill
330 West 42nd Street
New York, NY 10036

Educational Guidelines
Oklahoma City, OK

Encyclopedia Britannica
425 West Michigan Avenue
Chicago, IL 60600

Follett Educational Corp.
1010 West Washington Blvd.
Chicago, IL 60607

Harcourt, Brace, & Jovanovich
757 Third Avenue
New York, NY 10036

Hold, Rinehart, and Winston
New York, NY 10036

Laidlaw Brothers
Division of Doubleday & Co., Inc.
River Forest, IL 60305

McGraw Hill Book Co.
330 West 42nd Street
New York, NY 10036

New Readers Press
Box 131
Syracuse, NY 13210

Noble and Noble
750 Third Avenue
New York, NY 10017

Prentice Hall, Inc.
Englewood Cliffs, NY 07632

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767

Youth Educational Systems, Inc.
Stamford, CT 06904

A LIST OF COPING SKILLS MATERIALS

Selected Sample Entries from
Everyday Survival Information: What You Need and Where to Get It

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351
October, 1974

B–4

PREFACE

This document is a selected sample of entries from *Everyday Survival Information: What You Need and Where to Get It.* It is a list of available materials—pamphlets, books, films, records, tapes, and games—with information on the everyday concerns of most adults.

The Appalachian Adult Education Center (AAEC) developed the list in response to a need observed in its work with public libraries and adult education programs: the need for a tool to aid in the selection of materials that (1) have information on everyday problems; (2) are adult-oriented; (3) are easy to read or use; and (4) are free or inexpensive.

The AAEC calls such materials *coping skills materials,* defining *coping skills* as the abilities (1) to define a problem as a need for information; (2) to locate the needed information; (3) to process the information (i.e., to read or listen with understanding, to relate the information to prior knowledge, and to review its uses); and (4) to apply the information to the problem.

The major purpose of the list is to help public librarians and adult educators provide their clients with information that will help them develop those skills for solving problems.

Librarians, for example, can use the list to select materials for pamphlet collections, deposit collections, or for special collections of materials for adults with low reading skills. Adult educators can use the list to prescribe supplementary materials to reinforce developing reading skills. All who work with adults can use the list to find materials to meet the special information needs of clients.

The materials are arranged by subject. This sample lists entries in seven subject categories in which most adults need information. The complete document, to be published by the American Library Association, lists materials in fifteen subject areas: *aging, children, community, education, family, free time, health, home, jobs, legal rights, money management, moving, religion, transportation,* and *understanding self and others.*

Each category is subdivided, and entries are in alphabetical order by title within the subcategory. Each entry, where possible, includes *title, author,* publication *date,* an *annotation,* the *physical format* of the item, the name and address of the *source* from which the item can be ordered, its *cost,* and the *reading level* of the print items. Generally, those items listed as levels 1 through 4 are easy to read, those listed at 5 through 8 are of medium difficulty, and those above 9 require more advanced reading skills.

The list was developed as part of an AAEC project to demonstrate the interrelating of adult basic education and public library services to disadvantaged adults. The project was funded by a grant from the Division of Library Programs of the U.S. Office of Education.

CONTENTS

AGING 1
- Aging Process 1
- Care of The Aged in The Home 1
- Retirement 1

CHILDREN 2
- Adolescence 2
- Baby Sitting 2
- Child Development 2
- Child Health Care 2
- Child Rearing 3
- Discipline 3
- Retarded Children 3
- Sex Education 3
- Success and Failure in School 4
- Teaching Children to Handle Emergencies 4

HEALTH 4
- Alcoholism 4
- Childbirth, Labor, Midwifery 4
- Disease Prevention 5
- Drug Abuse 5
- Family Planning 5
- Health Costs 6
- How to Select and Obtain Medical Services 6
- How to Talk With a Doctor 6
- Insect & Pest Control 7
- Menopause 7
- Mental Health 7
- Nutrition 7
- Prenatal Care 8
- Quackery 8
- Retardation Prevention 8
- Sanitation 9
- Smoking 9
- Venereal Disease 9
- What to Expect at The Hospital 10

JOBS 10
- Application Forms 10
- Distinguishing Between Good & Bad Jobs 10
- Finding a Job 10

MONEY MANAGEMENT 11
- Banks & Banking 11
- Budgeting 11
- Buying Guides 12
- Car Buying 12
- Consumer Rights 12
- Credit Cards 13
- Loans 13

MOVING 13

UNDERSTANDING SELF AND OTHERS 13
- Communication 13
- Getting Along with Others 14
- Love 14
- Manners and Etiquette 14
- Self-Understanding 14
- Suicide 15

AGING
Aging Process
Mental

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Your Retirement Psychology Guide (*)	The psychological impacts of aging, disengagement, motivation memory, late-life marriage, and sex. Pamphlet, 46 pp.	11	American Association of Retired Persons, National Retired Teachers Association, 215 Long Beach Blvd., Long Beach CA 90801	Free
Aging Process Physiological				
Fitness Challenge . . . in the Later Years (*) 1968	An exercise program for older people, with 23 illustrated exercises and alternatives to fit your schedule. Pamphlet No. 1762-0009, 28 pp.	12	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.70
Your Retirement Safety Guide (*)	Safety in the home, on the highways, and from burglary and assault, and how to handle an emergency. Pamphlet, 30 pp.	11	American Association of Retired Persons, National Retired Teachers Association, 215 Long Beach Blvd., Long Beach, CA 90801	Free
Care of the Aged in the Home				
A Manual of Simple Nursing Procedures (*) Leake, Mary J. 1971	Nursing procedures adapted to home situations. Paperback, 131 pp.	6	W.B. Saunders Company, 218 W. Washington Sq., Philadelphia, PA 19105	$3.25
Retirement Employment				
Your Retirement Job Guide (*)	Job opportunities for the elderly. Pamphlet, 46 pp.	10	American Association of Retired Persons, National Retired Teachers Association, 215 Long Beach Blvd., Long Beach, CA 90801	Free

**Verified by Appalachian Adult Education Center*

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Moving Into Adolescence: Your Child & His Preteens (*) 1970	Information for parents on the special concerns of the adolescent years. Publication of the Office of Child Development, Children's Bureau, No. 431. Pamphlet, 46 pp.	10	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.25
			Babysitting	
Babysitter's Handbook for Emergency Action (*)	Information for babysitters on what to do in an emergency, including how to give emergency first aid. Pamphlet, 7 pp.	8	National Fire Protection Association, 470 Atlantic Avenue, Boston, MA 02110	Free
			Child Development	
Your Baby's First Year (*) 1972	Easy to read information on baby care in the first year. Publication of the Office of Child Care Development No. 72-54. Pamphlet. 29 pp.	5	U.S. Department of HEW, Office of Child Development, Donohoe Building, 400 Sixth St., S.W., Washington, DC 20201	$.30
			Child Health Care	
When Your Child is Sick (*) Seaver, Jacqueline 1972	How to tell when your child is sick, how to take care of your sick child, and the common illnesses of children. Pamphlet, 24 pp.	7	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35

CHILDREN
Child Rearing

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Helping Children Develop Moral Values (*) Montagu, Ashley 1969	What it means to be "good," what it means to be human, growing up ethically, and the importance of love. Pamphlet, 49 pp.	9	Science Research Associates, Inc., 259 E. Eric St., Chicago, IL 60611	
Understand Your Child From 6 to 12 (*) Lambert, Clara 1973	Children between nursery school and adolescence: their everyday problems, their behavior patterns, and how to deal with them as a parent. Pamphlet No. 144, 28 pp.	7	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35
Your Child From 1 to 6 (*) 1973	The 1 to 6 year old at home, in the neighborhood, in the community, and at school. Paperback, 141 pp.	6	U.S. Department of HEW, Office of Child Development, Donohoe Building, 400 Sixth Ave., S.W., Washington, DC 20201	$.75
Discipline				
I Won't! I Won't! (*) 1973	What to do about the child who refuses to eat. Pamphlet, 30 pp.	10	Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Ave., New York, NY 10010	Free
Retarded Children				
Living with the Retarded (*) Phillips, Maxine 1971	Easy to read information on mental retardation and caring for the mentally retarded. Pamphlet, 15 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$.75
Sex Education				
How to Tell Your Child About Sex (*) Hymes, James L., Jr. 1973	Questions children ask about sex, and how to answer them. Pamphlet No. 149, 28 pp.	7	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35

CHILDREN

Success and Failure in School

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
I Hate School (*)	What parents can do about the child who dislikes school. Pamphet, 1 p.	5	Metropolitan Life Insurance Company, One Madison Ave., New York, NY 10010	Free

Teaching Children to Handle Emergencies

Teach Children Fire Will Burn (*) 1971	Information for parents on the causes of fire, how train children in fire safety, how to control fires, a list of fire safety rules, and a family fire safety code. Publication of the Office of Child Development No. 471. Pamphlet, 24 pp.	10	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.20

HEALTH

Alcoholism

How to Help the Alcoholic (*) Cohen, Pauline 1973	Suggestions for relatives and employers: how to help the alcoholic face his problem and do something about it. Pamphlet No. 452, 24 pp.	9	Public Affairs Pamphlets, 381 Park Ave., New York, NY 10016	$.35

Childbirth, Labor, Midwifery

Conception and Pregnancy (*) Shipstone, Norah and Winget, Karen 1973	The male and female sex organs, how conception occurs, and how the baby grows. Pamphlet, 19 pp.	3-4	New Readers Press, Box 131, Syracuse, NY 13210	$.50

HEALTH

Disease Prevention

Cancer

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Cancer: Facts You Should Know (*) 1973	Cancer—the seven warning signals, detection, treatment, and cures. No. 9801-4600 MD, 13-211D: 567-200M. Pamphlet, 6 pp.	11	American Medical Association, 535 N. Dearborn St., Chicago, IL 60610	$.10

Disease Prevention

Immunization, Innoculation

Immunity . . . Protection Against Disease (*) 1971	The importance of immunization and a recommended immunization schedule for children. Publication of the Office of Child Development No. 56. Pamphlet, 8 pp.	12	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.20

Drug Abuse

Be Informed on Drugs (*) 1971	What drugs can do, why people use them, and what to do in a drug emergency. Pamphlet, 40 pp.	3-4	New Readers Press, Box 131, Syracuse, NY 13210	$.75
Drugs and You (*)	The effects of drugs on the body. Pamphlet, 15 pp.	4-6	Channing L. Bete, Inc., Box 112, 45 Federal St., Greenfield, MA 01301	
What Every Parent Should Know About Drugs and Drug Abuse (*) 1973	Information for parents on recognizing the symptoms of drug abuse, and taking action. Pamphlet, 15 pp.	4	Channing L. Bete, Inc., Box 112, 45 Federal St., Greenfield, MA 01301	$.25

Family Planning

Birth Control

Planning Your Family (*) Phillips, Maxine 1971	A look at various methods of birth control. Pamphlet, 14 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$3.00 for 25

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Why Can't You Have a Baby? (*) Gould, Joan and Guttmacher, Alan F. 1972	Reasons for infertility and what can be done about it. Pamphlet No. 309, 20 pp.	7	Public Affairs Pamphlets, 22 E. St., New York, NY 10016	$.35
			Health Cost Medicare	
Medicare and You (*) 1973	Information on Medicare benefits, services, eligibility requirements, costs, and how to apply. Pamphlet, 15 pp.	3	Channing L. Bete, Inc., Box 112, Greenfield, MA 01301	$.25
			How to Select and Obtain Medical Services Hospitals	
About Hospitals (*) 1973	Illustrated easy to read information about hospital services and costs. Pamphlet, 15 pp.	3	Channing L. Bete, Inc., Box 112, Greenfield, MA 01301	$.25
			How to Select and Obtain Medical Services Medical Clinics	
When to Call or See Your Physician (*) 1968	Examples of symptoms and situations that call for medical attention. Pamphlet, 4 pp.		American Medical Association, 535 N. Dearborn St., Chicago, IL 60610	$.10
			How to Talk with a Doctor	
When You Go to the Doctor (*) Moore, Birdell 1973	Information on what happens when you go to the doctor: your medical history, tests, what to ask, and where to get financial help. Pamphlet No. 72-244401, 3 pp.	6	U.S. Department of HEW, Social & Rehabilitation Service–Medical Services Administration, 330 C St., S.W., Washington, DC 20024	Free

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
How to Control Cockroaches (*) 1971	Cockroaches—where they are found and how to prevent them. Pamphlet, 7 pp.	6	Consumer Product Information, Washington, DC 20407	$.10
Menopause				
Your Menopause (*) Carson, Ruth 1974	Information on menopause to ease unwarranted fears and offer guidance for a healthy and restful life. Pamphlet No. 447, 20 pp.		Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35
Mental Health				
Mental Illness and Its Treatment (*) 1972	The history of mental illness and current treatments and facilities. Pamphlet No. HSM 72-9030, 13 pp.	11	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.15
When Mental Illness Strikes Your Family (*) Doyle, Kathleen 1973	Symptoms of mental illness and where to turn for help. Pamphlet No. 172, 28 pp.	8	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35
Nutrition				
Be Informed on Nutrition (*) 1973	How to buy, plan, and prepare nutritional meals. Pamphlet, 40 pp.	3-4	New Readers Press, Box 131, Syracuse, NY 13210	$.75
Food for Your Family: The Choice is Yours! (*)	Buying nutritious foods with food stamps and planning healthy meals. Pamphlet, 17 pp.	7	Cooperative Extension Service, College of Agriculture & Environment Science, Rutgers University, New Brunswick, NJ 08903	

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
The Great Vitamin Mystery (*) Martin, Marvin 1973	Functions and sources of vitamins. Pamphlet, 39 pp.	9	National Dairy Council, 111 N. Canal St., Chicago, IL 60606	Free
Your Guide to Good Eating and How to Use It (*) 1972	A simple illustrated plan for the homemaker for fit meal patterns, snacks for different ages, meal planning and marketing, food value, and money well spent. Pamphlet, 11 pp.	3	National Dairy Council, 111 N. Canal St., Chicago, IL 60606	Free
Facts About Foods (*) 1972	The four basic food groups, the nutritional values of selected foods, and a calorie chart. Pamphlet, 31 pp.	7	H.J. Heinz Company, Box 57, Pittsburgh, PA 15230	Free
Prenatal Care				
Prenatal Care (*) 1973	Information for mothers and fathers on pregnancy, childbirth, and care of the newborn baby. Publication of the Office of Child Development. Pamphlet, 23 pp.	6	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.20
Quackery				
Copper Bracelets are a Put-on (*) Michaelson, Mike 1970	Copper bracelets lure thousands of misguided arthritis sufferers to put off taking their symptoms to a physician. Reprinted from *Today's Health*, June, 1970. Pamphlet, 9 pp.	6	American Medical Association, 535 N. Dearborn St., Chicago, IL 60610	$.25
Retardation Prevention				
Be Informed on Mental Retardation (*) 1970	A definition of mental retardation, ways of preventing it, how to look for it in a child, and what happens when a retarded child grows up. Pamphlet, 20 pp.	5	New Readers Press, Box 131, Syracuse, NY 13210	$.75

HEALTH

Sanitation

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Health, Safety, and Sanitation (*) Udvari, Stephen and Laible, Janet 1973	Illustrated information on emergency first aid, home first aid, home safety, home sanitation and recognizing signs of illness. 96 pp.	5	Steck-Vaughn Company, P. O. Box 2028, Austin, TX 78767	$1.44

Smoking

Me Quit Smoking? Why? (*) 1970	Smoking—what might happen if you don't stop. Pamphlet, 22 pp.	3	National Tuberculosis & Respiratory Diseases, 1740 Broadway, New York, NY 10019	Free
Women and Smoking (*) Brody, Jane E. and Engquist, Richard 1973	The hazards of smoking to pregnant women and their babies, and advice on how to break the habit. Pamphlet No. 475, 24 pp.	10	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35

Venereal Disease

Facts You Should Know About VD But Probably Don't (*) 1971	Information on syphillis, gonorrhea, and three lesser-known venereal diseases. Pamphlet, 9 pp.	6	Metropolitan Life Insurance, Health & Welfare Division, One Madison Ave., New York, NY 10010	Free
It Could Happen to You (*) Phillips, Maxine 1971	Symptoms of venereal diseases and where to go for help. Pamphlet, 15 pp.	3-4	New Readers Press, Box 131, Syracuse, NY 13210	$.25

HEALTH
What to Expect at the Hospital

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Your Operation (*) Cunningham, Robert 1958	Reassuring information on modern surgery, the operation, choosing your surgeon, and costs. Pamphlet No. 267, 20 pp.	11	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35

JOBS
Application Forms

How to Find a Job (*) Francis, Roger and Iftikhar, Sam 1963	Illustrated information on want ads, job applications, and interviews. Pamphlet, 24 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$.40

Distinguishing Between Good & Bad Jobs

Making the Most of Your Job Interview (*)	How to tell the difference between good jobs and bad jobs. Pamphlet, 25 pp.	3	New York Life, Box 51, Madison Square Station, New York, NY 10010	Free

Finding a Job

Be Informed on Finding a Job (*) Bailey, Margaret and Chideya, Cynthia 1968	Sources of jobs, application letters, and forms, interviews, and other information, with exercises for job-hunters. Pamphlet, 40 pp.	3-4	New Readers Press, Box 131, Syracuse, NY 13210	$.75

MONEY MANAGEMENT

Banks & Banking
Checking

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Be Informed on Banking (*) Cribbs, Elsie 1969	A five part series on what a bank is, banking services, checking and savings accounts, and reconciling bank statements. Pamphlet, 40 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$.75

Banks & Banking
Savings

Dollar Sense (*) 1969	Helpful hints on budgeting, savings and checking accounts, charge accounts, installment buying, insurance, and taxes. Paperback, 64 pp.	6	Scholastic Book Service, 50 West 44 St., New York, NY 10036	$.50

Budgeting

138 Ways to Beat the High Cost of Living (*) 1973	One-hundred and thirty-eight money-saving tips for consumers. Pamphlet, 15 pp.	3	Channing L. Bete, Inc., Box 112, Greenfield, MA 01301	$.25
A Guide to Budgeting for the Family (*) 1972	Suggestions for making and using a budget. Pamphlet, 14 pp.	6	Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, DC 20402	$.10
Just Married (*) 1967	Accent Series on how newlyweds Linda and Al learned to manage money. Pamphlet, 32 pp.	5	Follett Publishing Company, 1010 W. Washington, Chicago, IL 60607	$.69
Making the Most of Your Money (*) 1974	Lessons (with comprehension exercises) on budgeting, shopping, the use of credit, savings and insurance. Pamphlet, 46 pp.	7	Institute of Life Insurance, 277 Park Ave., New York, NY 10017	Free
Money in Your Life—A Woman's Guide to Financial Planning (*) 1973	Information on budgeting and management, savings and checking accounts, and investing. Pamphlet. 39 pp.	8	Institute of Life Insurance, 277 Park Ave., New York, NY 10017	Free

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Money Management: Your Shopping Dollar (*) 1972	The art of shopping, shopping facilities, and the best times to shop for certain items. Pamphlet, 30 pp.	7	Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, IL 60601	Free
Buying Guides				
Buying Guides (*) Laible, Janet and Udvari, Stephen 1973	Wise shopping, sales, food buying, appliance buying, and how to protect yourself when making purchases. Book, 112 pp.	5	Steck-Vaughn Company, P.O. Box 2028, Austin, TX 78767	$1.44
Car Buying: New and Used				
Be Informed on Buying a Car (*) Humphrey, Kenneth 1967	A five part series on deciding to buy a car, buying a new or used car, and financing. Pamphlet, 40 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$.75
Consumer Rights: Gypping				
Nine Ways to Be Cheated (*) Davis, Nan and Mogenson, Carol	Tips on swindles and how to avoid them: model home swindles, referral swindles, factory deals, bill consolidation, fake contests, inflated prices, and medical quacks. Pamphlet, 6 pp.	4	Adult Education Resource Center, Montclair State College, Upper Montclair, NJ 07043	Free

MONEY MANAGEMENT
Credit Cards

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Be Informed on Personal Credit (*) 1967	An introduction to credit: shopping for credit installment credit, credit risks, and learning to live with credit. Pamphlet, 40 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$.75

Loans: Borrowing Money
FHA Loans

How to Finance a Home (*) 1974	A definition of mortgage, the three common types of mortgages, steps in applying for a loan, and 6 tips on protecting your home investment. Scriptographic pamphlet, 15 pp.	4-6	Channing L. Bete, Inc., Box 112, Greenfield, MA 01301	

MOVING

National Relocation and Housing Guide (*) Harding, Frank 1965	Information on how to save time, money, and effort when you move. Paperback, 160 pp.	8	Youmon Publishing Company, 2602 S. Will St., Los Angeles, CA 90007	$.95

UNDERSTANDING SELF & OTHERS
Communication
Writing Letters

How to Read and Write Business Letters (*) 1971	The parts and form of a business letter, how to apply for a job by letter, the kinds of business letters, and how to fold them. Pamphlet, 24 pp.	4	New Readers Press, Box 131, Syracuse, NY 13210	$.35

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
The Intimate Enemy (*) Bach, George R. And Wyden, Peter 1970	Rules and exercises for fair, above-the-belt fighting in love and marriage. Paperback, 405 pp.	9	Avon Books, The Hearst Corporation, 959 Eighth Ave., New York, NY 10019	$1.25
How to Win Friends and Influence People (*) Carnegie, Dale Adapted by Jean Shirley 1968	An easy to read adaptation of the book that helped millions of people find their way to friendship, with suggestions on how to manage a job, friends, and family. Paperback, 85 pp.	5	McGraw-Hill Book Company, 330 W. 42 St., New York, NY 10036	$1.80
			Love	
So You Think It's Love (*) Eckert, Ralph G. 1972	Romance, love at first sight, the growing up process, and sexual attraction in today's world. Pamphlet, 28 pp.	9	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35
			Manners and Etiquette	
Where Are Your Manners? (*) Hertz, Barbara V. 1968	Manners and etiquette at home, school, parties, on dates, and on the job. Pamphlet, 48 pp.	7	Science Research Associates, 259 East Erie St., Chicago, IL 60611	
			Self-Understanding	
How to Understand Yourself and Others (*) 1974	Information and advice on personal problems, group problems, basic needs and conflicts. Scriptographic pamphlet, 15 pp.	6	Channing L. Bete, Inc., Box 112, Greenfield, MA 01301	$.25

UNDERSTANDING SELF & OTHERS
Suicide

Item	Annotation and Physical Format	Readability Level	Source	Approx. Unit Cost
Dealing with the Crisis of Suicide (*) Frederick, Calvin J. and Laque, Louise 1973	The people who commit suicide and why, and where to turn for professional help. Pamphlet No. FL 406 A, 20 pp.	10	Public Affairs Pamphlets, 381 Park Ave., S., New York, NY 10016	$.35

PRESCHOOL KIT CONTENTS

TITLE	FORMAT	PUBLISHER	COST
Tell Me Some More Crosby, Newell Bonsall	Book 64 pp.	Harper & Row	$2.50
Dictionary I Brown, A.	Paperback	Publisher: Pyramid Books Dealer: Demo Educational Corporation	2.10
My Five Senses Aliki	Paperback	Publisher: Thomas Y. Crowell Dealer: Demo Educational Corporation	2.30
I Read Signs Funk, F.	Paperback	Publisher: Young Readers Press Dealer: Demco Educational Corporation	1.85
We Wonder What Will Walter Be When He Grows Up? Johnson, C.	Paperback	Publisher: Holt, Rinehart, Winston Dealer: Demo Educational Corporation	2.60
Will I Have A Friend? Cohen, M.	Paperback	Publisher: Collier Books Dealer: Demco Educational Corporation	2.30
Halves to Wholes	Matching Cards	Developmental Learning Materials 744 Natchez Avenue Niles, Illinois	2.00
Dimensional Puzzle	Puzzle	Developmental Learning Materials	3.25
Job Puzzles	Puzzles	Developmental Learning Materials	4.50
Scholastic's Early Childhood Library	Paperback Books	Readers' Choice Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, NJ 07632	34.20

APPENDIX C

AAEC Comparative GED Strategies
MASTER DEMOGRAPHIC DATA FORM

Interview Information

Site Location: _____ Interviewer: _____ Date: _____

Student's Name: _____ Age: ____ Sex: M ☐ F ☐ Race W ☐ B ☐ O ☐

Address: _____ Phone: _____
(Street, City, State, Zip Code; Area code)

Marital Status: *Single* ☐ *Married* ☐ Size of Household: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10+ ☐

Employment Status: *Employed* ☐ *Unemployed* ☐ *Housewife* ☐

Family Income: *Less than $4500* ☐ *$4500–$6500* ☐ *More than $6500* ☐ Public Assistance: Yes ☐ No ☐

Recruitment: *Radio* ☐ *TV* ☐ *Newspaper* ☐ *Person* ☐ *Other* ☐ _____

Student's Goal: *GED* ☐ *Job* ☐ *Other* _____

Last Grade Completed: 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13+ ☐

TABE Level D		Reading	Math	Language	Total
Pre-test	*Date*				
Post-test	*Date*				
Gains:					

Number of KET-GED Lessons Viewed: ____ Instructional Hours: ____ Independent Study Hours: ____

GED Test: *Not Attempted* ☐ *Attempted* ☐ *Passed* ☐ *Failed* ☐

Location of Testing Center _____

Scores	*English*	*Soc. Studies*	*Science*	*Lit.*	*Math*	*Average*

Exit Information:

- ☐ *Continuing in Program*
- ☐ *GED*
- ☐ *Job*
- ☐ *Health*
- ☐ *Lost Interest*
- ☐ *Moved*
- ☐ *Other*
- ☐ *Missing*

Appalachian Adult Education Center
OPO 1051
Morehead State University
Morehead, Kentucky 40351
August 1976

RIGHT TO READ
AGENCY REFERRAL INFORMATION

Name of Student_____

Age_____ Sex_____ Date Enrolled in Program_____

Referred to: Agency	Date	By Whom	Reason for Referral	Outcome

RIGHT TO READ
STUDENT INDEPENDENT STUDY TIME LOG

Name_____

Date	Subject	Time (hours/Minutes)

NAME_____ DATE_____

PRESCRIPTION SHEET

1. Arithmetic _____

2. Reading _____

3. Language _____

4. Spelling & Writing _____

5. Supplementary Work _____

COMMENTS:

RIGHT TO READ
DROP OUT INFORMATION

Name_____ Date_____

Pre test score_____ Approximate level at termination_____

Reasons given by student:

Moved_____

Took job_____

Lost interest_____

Other:

Home Aid comments:

RIGHT TO READ

RECRUITMENT INFORMATION

Date		Comments on follow up visits	INTEREST					
			Home Study	Learning Center	ABE Class	Comm. School	GED
	Name						
	Address						
	Phone						
	Name						
	Address						
	Phone						
	Name						
	Address						
	Phone						
	Name						
	Address						
	Phone						
	Name						
	Address						
	Phone						

Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University, UPO 1363
Morehead, Kentucky 40351
(606) 784-0229 (606)783-3111

The work presented in this document was performed pursuant to a grant from the Department of Health, Education, and Welfare, Office of Education, Bureau of Adult, Vocational and Technical Education; the Right to Read Program; and the Office of Libraries and Learning Resources. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, but are the sole responsibility of the Appalachian Adult Education Center.